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ABSTRACT

This document focuses on the role and activities of elementary school counselors. Elementary school counselors have the knowledge and skills to assist teachers and parents to help children get a good start to reach the goal of graduating good citizens. First the roles and functions of the elementary school counselor in these eight areas are discussed: general role and function; individual and group counseling; classroom guidance; peer facilitation; consultation; coordination; referrals; and assessment. Helpful hints are provided for preparation for the days before school starts and/or the first week of school. These hints include: addressing the faculty, joining professional organizations, and decorating the office. Ideas for planning the year's activities are provided. Steps in the public relations process are discussed, including implementing a written referral system for teachers. Sample classroom guidance lessons for kindergarten through second grade and for grades three through five are included. These forms and handouts are included: counseling needs assessment plan; program components; introductory booklet to school counseling; comics focusing on counseling-related topics; request for consultation with counselor; and referral. A resource list is included. (ABL)

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GETTING STARTED

A Primer For New Elementary Counselors

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TABLE OF CONTENTS

I. Introductory Statement

II. Role and Function

III. Preschool Days and/or The First Week

IV. Planning

V. Public Relations

VI. Resources

VII. A Rap

VIII. Healthy Classrooms

INTRODUCTION

The goal of education stated in the North Carolina Basic Education Program, funded by the 1985 General Assembly, is "to graduate good citizens who have the skills demanded in the market place and the skills necessary to cope with and enjoy contemporary society." To reach this goal, school counseling programs should be an integral part of the education process at all levels and for all children. Development of these life-skills begins in early childhood during the elementary school years. Elementary school counselors have the knowledge and skills to assist teachers and parents in helping children get a good start in reaching this goal.

Educators are concerned about the total child in the learning process. They recognize that children are thinking, acting, and feeling beings. Schools are concerned about the social and emotional development of children because it can not be separated from academic learning.

Counseling services can assist all children in developing life skills. Counseling children includes services that assist with self-concept development, problem solving skills, relational skills, and the development of leadership skills. Counseling helps each child reach his or her greatest potential.

ROLE AND FUNCTION OF THE ELEMENTARY SCHOOL COUNSELOR

A. GENERAL ROLE AND FUNCTION

Basic Principle 1

The basic role and function of the counselor is developmental in nature. The counselor implements the philosophy and objectives of the guidance/counseling program by providing counseling, consultation, and coordination to his/her school populations.

Basic Principle 2

The counselor recognizes each person's worth as a unique individual in a complex, rapidly changing society. The counselor acts as a child-advocate.

B. INDIVIDUAL AND GROUP COUNSELING

Basic Principle

Counselors assist students through individual and group counseling to understand and accept themselves, develop and express an awareness of personal feelings and ideas, and to acquire effective coping skills in order to manage personal problems. This assistance is provided on a crisis, remedial, preventive, or developmental basis.

C. CLASSROOM GUIDANCE

Basic Principle

Classroom guidance is an integral component of an elementary guidance and counseling program as a developmental approach to reach all students in a school setting.

D. PEER FACILITATION

Basic Principle

A developmental elementary guidance/counseling program provides structured opportunities for children to serve as peer helpers.

E. CONSULTATION

Basic Principle

Counselors consult individually or in groups with students, parents, teachers, administrators, and specialists both within and outside the school in order to reduce problems and help students achieve their goals.

F. COORDINATION

Basic Principle

Counselors facilitate students' personal growth and skill development through the coordination of a variety of guidance-related activities.

G. REFERRALS

Basic Principle

Counselors maintain close professional contact with referral agencies (i.e., substance abuse specialists, social workers, mental health specialists, juvenile courts, clergy, health specialists, advocacy representatives). Identification of school and community resources and the establishment of policies and procedures for inter-agency communication is imperative if the school is to meet the many and varied needs of students.

H. ASSESSMENT

Basic Principle

Counselors participate in assessment that helps students identify their abilities, skills, achievements, and interests. Interpreting test results to parents, faculty, and students; relating the results to the curricular strengths and weaknesses of the school; and helping to plan and participate in the implementation of any changes, are essential aspects of the counselor's role in assessment.

HELPFUL HINTS
PRESCHOOL DAYS AND/OR THE FIRST WEEK

1. Talk to your administrator (principal, assistant principal).

   Make an appointment with your administrator to discuss your ideas and plans for the school year. Ask for his/her input and a date for you to address the faculty. Check to see if you have a budget.

2. Address the faculty.

   Introduce yourself and a brief outline of your job description to the whole faculty. Give them something in writing (ex. GIFT folder).

3. Meet each staff member individually.

   Take 3-5 minutes per person to circulate in the building introducing yourself. This rapport establishing step is time consuming but very important for later access to the children.

4. Conduct a needs assessment.

   Send out a formal needs assessment (see example) or conduct an informal one as you are circulating in the building.

5. Attend county-wide meetings.

   This is a time for you to get information about county policies such as child abuse reporting and to network with other student services personnel such as social workers, psychologists, and nurses. Find out what county agencies are available for referral. Get a list of your colleagues' phone numbers.

6. Join professional organizations.

   The North Carolina Association of Counseling and Development and the American Association of Counseling and Development provide journals, conferences, and workshops which are beneficial to new counselors.

7. Decorate your office.

   Your office may be a room or even a corner of the library, but it's yours. Make it reflect your personality so that children will feel comfortable coming to see you.

   Begin gathering play things such as dolls, a doll house, clay, games, puppets, and art materials. If you have a budget, then new items can be purchased. If not, solicit good used items in your PTA newsletter.

8. Check the library for materials.

   See if there are any videos or filmstrips in your school library that can be used for classroom guidance. Begin a list of books available for children on affective topics. (Teachers could also use this as a read-aloud list.) The librarian may welcome a list of books for children from you on topics such as grief, divorce, new baby, making friends, and being different.

9. Meet with a representative of the PTA.

   The PTA is a good resource for counselors. It often sponsors parent education topics for meetings and would welcome input from the counselor. Offer to speak about your role at a meeting early in the year. If there is a PTA newsletter, offer to write a column or put in helpful parenting tips.

10. Begin planning for the year.

    It is essential that you begin to think in terms of a year long plan. (See next section.)

11. Take more time if needed.

    If it is now past the first week and you have not completed the above ten steps, please take more time to do them. It is important for you to lay a strong foundation for your guidance program to be successful. Go slowly, build bridges, and make connections to ensure the best program for students.

PLANNING

A well planned program of essential guidance and counseling goals and activities will contribute to better time management and will reduce the stress of thinking you can accomplish everything in one year. If a county-wide plan is in place, follow this with modifications for the needs of your particular school.

In the absence of a general plan, do a needs assessment with your faculty, consult with the principal, and write a plan for your school. This plan should reflect a balance of classroom guidance, small group guidance and counseling, individual counseling, consultation with parents and teachers and inservice education for teachers and parents. It will also reflect the various other duties such as coordination and assessment that you perform.

It is very helpful to post a weekly schedule on your door, outlining where you will be each week. Meet with teachers beforehand to schedule classroom guidance and block out times for small group and individual referrals. This will discourage drop-in appointments.

Although you can never plan for crisis situations, a well-developed guidance and counseling plan will set the direction of your program for the year. The needs assessments and other forms on the following pages may be helpful and assist you in developing a comprehensive plan.

(SAMPLE FORM)

COUNSELING NEEDS ASSESSMENT

Teachers:
The following are lists of student and teacher needs to which counselors might be responsive. Please indicate how important you feel each of these needs are for you and your students. This needs assessment information will be used by your school counselor to plan programs and activities for this school year. Rate each of the needs on a scale from 1 to 5 with 5 indicating the highest degree of importance.

STUDENT NEED AREAS:

1	2	3	4	5	Understanding sexuality
1	2	3	4	5	Decision-making skills
1	2	3	4	5	Accepting responsibility for behaviors
1	2	3	4	5	Peer relations
1	2	3	4	5	Coping with family situations
1	2	3	4	5	Career development
1	2	3	4	5	Personal communication skills
1	2	3	4	5	Employability skills (obtaining and maintaining a job)
1	2	3	4	5	Dropout counseling
1	2	3	4	5	Chronic absenteeism
1	2	3	4	5	Underachievement
1	2	3	4	5	Drug usage
1	2	3	4	5	Cultural differences
1	2	3	4	5	Life-planning skills
1	2	3	4	5	Coping with exceptionality
1	2	3	4	5	School adjustment
1	2	3	4	5	Developing and understanding social values
1	2	3	4	5	Coping with personal problems
1	2	3	4	5	Study skills

Other _____

TEACHER NEED AREAS:

1	2	3	4	5	Utilizing test results
1	2	3	4	5	Identifying exceptional students
1	2	3	4	5	Working with disruptive students
1	2	3	4	5	Behavior management/modification
1	2	3	4	5	Facilitative teaching skills
1	2	3	4	5	Classroom guidance activities
1	2	3	4	5	Career education
1	2	3	4	5	Parent conferencing/talking with parents
1	2	3	4	5	Leading group discussions
1	2	3	4	5	How to read cumulative folders
1	2	3	4	5	Prescriptive strategies for teaching from psychological report data
1	2	3	4	5	Group dynamics and classroom groupings for teaching purposes
1	2	3	4	5	Faculty communication skills
					Other _____

(SAMPLE FORM)

NEEDS ASSESSMENT: COUNSELING PROGRAM

Teachers:
In order for me to develop a counseling program that suits your needs and the needs of the students, I would appreciate some input from you.
Please rate the following counselor activities 1 to 5 according to your preferences.

1	2	3	4	5	Small group counseling (problem oriented)
1	2	3	4	5	Group counseling (developmental)
1	2	3	4	5	Working with teachers to identify problems and develop strategies
1	2	3	4	5	Individual counseling for students with problems
1	2	3	4	5	Assistance with guidance activities
1	2	3	4	5	Being available for self-referrals from students
1	2	3	4	5	Working with parents (individually and in groups) concerning their children
1	2	3	4	5	Staff development in guidance for teachers
1	2	3	4	5	On-going teacher seminar

Would you be interested in assistance with classroom guidance?

_____Yes _____No _____Could be persuaded

If so, which areas would you be most interested in?

_____ Materials to do guidance activities

_____ Counselor to do "model" classroom guidance activities

_____ Career education

_____ Would like to plan unit with counselor on the following topic:

_____

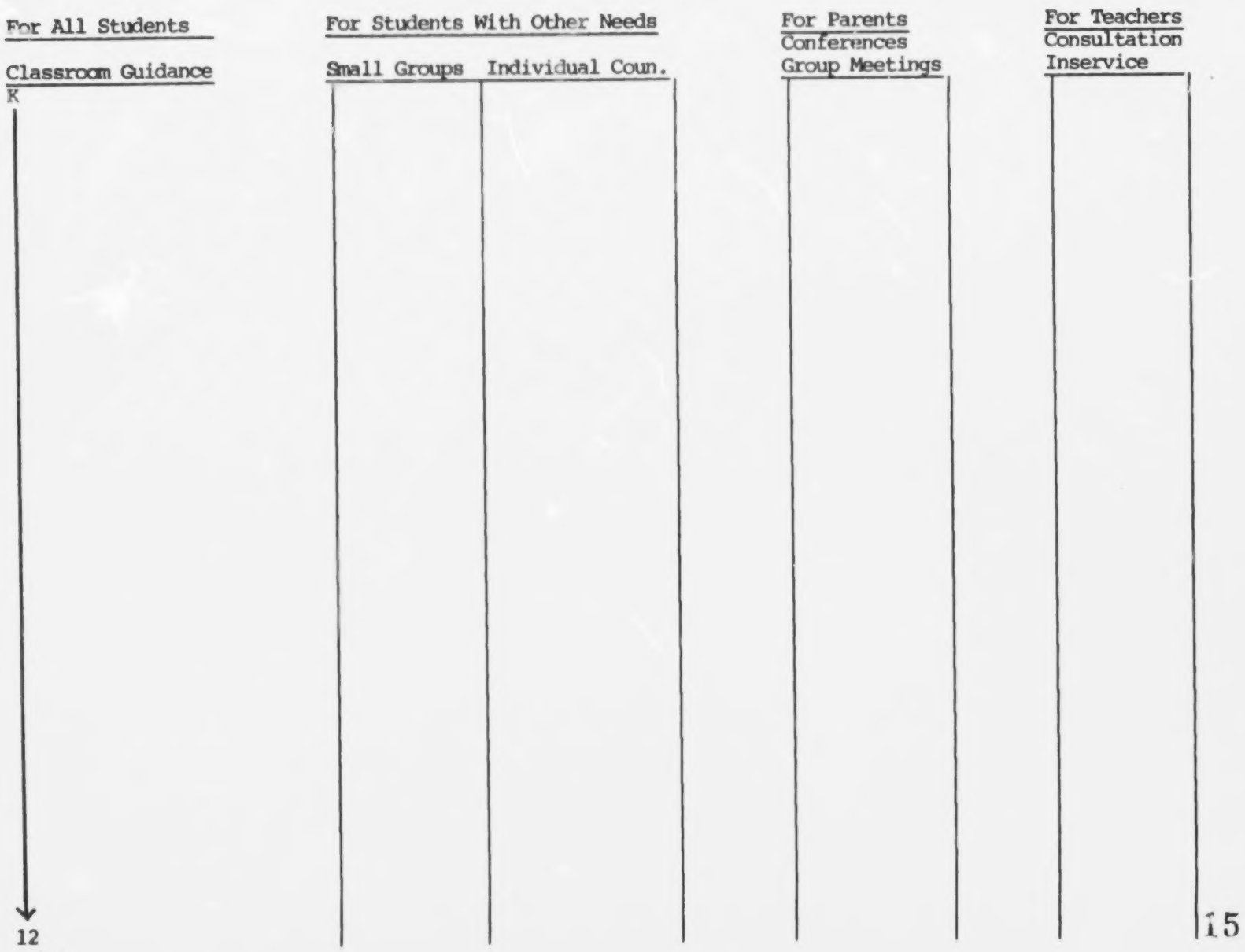
What did you like best about last year's counseling program?

How do you think the program could be improved?

What can I do to be most helpful to you?

Teacher's Name _____

ESSENTIAL GUIDANCE PROGRAM



19 - 19 Annual Plan

Month _____ School _____

Activities	Target Group	Staff Responsibility	Check When Implemented	Comments
Essential Guidance Plan				
Other Plan Activities				

PUBLIC RELATIONS

Publicizing your program is an important element to its success. Think about incorporating the following steps:

a. brochure
b. classroom orientation
c. referral slips
d. mailbox for self-referrals
e. guidance folder

An example of each follows for you to use or adapt in any way.

A brochure outlining your services, your hours, and your phone number is an important tool for both teachers and parents. It will highlight the need to make an appointment with you for a professional consultation.

A session combining an orientation to your program and skill building not only introduces you to teachers and students, but makes them aware of your ability to teach a classroom guidance lesson. It is essential for children to see you in the beginning of the year so they will feel comfortable in making a self-referral or being referred by a teacher.

As a part of your time management plan, a written referral system for teachers and students is essential. Be insistent that a referral slip be filled out before you see a student for individual counseling. This gives you a record of the referral, a priority order and a way to give feedback to the referring person. Be sure to give this feedback in writing even if you are scheduling another appointment with the child to do more assessment of the concern. These referral slips can be left in each room during the orientation session, with an explanation of their use.

Since you will frequently be out of your office, it is necessary that students and teachers have a place to leave their referral slips. Your mailbox in the office is fine for teachers, but students will need something more accessible such as a large envelope taped to your door.

An organized way to reach teachers is through a GIFT folder (Guidance Information For Teachers). Prepare a regular or legal sized file folder for each teacher at the beginning of the school year. Laminate, decorate, or merely write the teacher's name on the top, whichever suits your personality. How about a red bow on the gift?

Included in the folder might be a copy of your:

1. job description
2. office hours
3. referral form
4. any policies and/or procedures related to counseling, such as reporting child abuse
5. timely articles
6. classroom guidance activities

You can add more of #4, 5, 6 periodically to the folders.

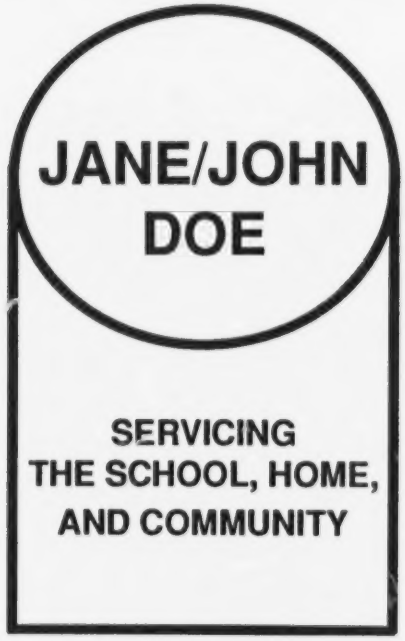
Program Component

Goal

Objectives and Outcomes	Grade or Target Group	Activities/Services	Staff Responsibility	Resources

*SAMPLE BROCHURE

INTRODUCING



THE SCHOOL COUNSELOR

WHY DOES A SCHOOL COUNSELOR COUNSEL STUDENTS BOTH INDIVIDUALLY AND IN GROUPS?

- To help students develop self-understanding and self-awareness
- To help students build self-confidence and self-esteem
- To help students recognize and make the best use of their capabilities
- To help students feel worthwhile
- To give students an opportunity to talk about their education and personal-social concerns
- To help students recognize, understand, and work through learning difficulties
- To help students better adjust to their school and home environments
- To help students develop an awareness of the world of work
- To help students in the decision-making process

WITH WHOM DOES A SCHOOL COUNSELOR CONSULT?

- Teachers
- Parents
- Administrators
- Pupil personnel workers
- Community resource personnel
- Physicians, psychologists, and mental health professionals

WHO SEEKS HELP FROM THE SCHOOL COUNSELOR?

STUDENTS

- I'm new here and the other kids aren't very friendly.
- My parents and I just don't seem to get along.
- I don't think I'll pass in algebra.
- I don't have any idea what I will do after I graduate.
- I don't have a problem, but I just want to tell you about my dog that died.
- I just have to talk to somebody who won't turn me down.

TEACHERS

- I need some ideas for helping my students get along with each other.
- Susan wants to go to college next year, but she can't afford it.
- John can't seem to sit still in class.
- Joan is absent from school many days.
- Joe is a new boy who deserves some special attention.
- Bill hasn't been himself lately.

PARENTS

- Sam has temper tantrums I can't control.
- Tom doesn't seek out friends and is alone most of the time.
- Fred scores high on standardized tests but rarely makes passing grades in his classes.
- Diane has nightmares and has trouble going to sleep at night.
- What kind of grades does Mary need to get into college?
- We can't seem to get through to Janet.

*SAMPLE BROCHURE

Counselors Care About Children

An Introduction to your School Counselor

John/Jane Doe
School Counselor

Happy Time Elementary School **555-1212**

Hours: 8:00 - 4:00 **Monday through Friday**

WHAT DOES A COUNSELOR DO?

- Talks with students individually and in groups
- Gains understanding through observation and participation in the classroom
- Helps in identifying the needs of children
- Works with potential dropouts
- Helps students relate to others
- Promotes positive attitudes and values among students
- Aids teachers and parents in helping children
- Helps people to make better use of community resources
- Uses tests to provide information about abilities, achievement, interests, and needs
- Assists students with the growing up process
- Coordinates efforts with other school specialists
- Coordinates referrals to outside agencies
- Facilitates parent discussion groups
- Helps with school, college, job, career, and personal plans
- Participates in curriculum development
- Maintains student confidences

Happy Time Elementary
Phone Number

WHAT IS A SCHOOL COUNSELOR?

- A certified, specially trained, caring person
- A school person who helps all students
- A resource person
- A coordinator
- A consultant
- A group leader
- A person who helps teachers, adults, and parents understand children

WHERE CAN THE STUDENT SEE THE COUNSELOR?

- In the counselor's office
- In the classroom
- In the hallway
- On the playground
- In the lunchroom
- Outside the school

HOW DOES A STUDENT SEE THE COUNSELOR?

- Appointment made by the counselor
- Self-referral
- Parent referral
- Administrative referral
- Teacher and other staff referral
- Referral by a friend

Who is a school counselor?

School counselors are people who are specially trained to help children solve many kinds of problems - at home and at school.

Referrals to see the counselor can be made by parents, teachers, other school personnel, and students themselves.

The counselor is a part of the school team because children can experience problems or changes in their daily lives that can affect them emotionally, physically, and academically. Because we want them to grow and develop in a positive way, finding solutions to their problems or helping them to adjust to changes is very important.

What does the counselor do?

Counselors talk to children individually, in small groups, and in classroom presentations. Some topics of discussion are:

- Making Friends
- Self-Awareness
- Feelings & Emotions
- Personal Health & Maturation
- Family & Home Life
- Concerns Abouts Grades & School
- Accepting Responsibility
- Study Habits
- Getting Along With Others

Counselors also talk with parents and teachers about ways to help students. Parents are assured that they will be contacted if problems or situations arise that are particularly significant in any way. If a referral outside of school is needed, the counselor can give parents several community sources for counseling or other services.

CLASSROOM GUIDANCE LESSON
INITIAL COUNSELOR VISITATION
GRADES K-2

Materials needed: one hand puppet, chalkboard

I. A. Purpose

To expose students to the function of the school counselor as it relates particularly to helping children initiate friendships with others.

B. Objective

Students will be exposed to effective friendship building skills. They will be given the opportunity to learn and practice the basic social skills associated with meeting new people. Students will perceive the counselor as a helper in that process.

C. Energizer

The counselor should begin the session by introducing her/himself to the class and giving the students a brief summary of the role a counselor plays in the school. Students may be told that the purpose of todays visit is for everyone to have the chance to get to know each other better and to begin to build friendships. The counselor may begin by posing the questions: Who has a friend? Why are friends so nice to have? As the counselor, you find it important to be friends with the students in the school. You would like to begin today by finding out each person's name and something that each person does well. The counselor displays a toy microphone or prop to be used as a microphone. Ask that there be no talking except for the person holding the microphone. Everyone must listen to that person. Instruct the students that when they are handed this microphone, they are to share... "Hello, my name is _____, and I know how to _____." The counselor should be sure to list suggestions such as tie my shoes, make toast for breakfast, feed my cat, etc.

Once each child has had a turn with the microphone, stress to the class that they sure have learned how to do a lot of interesting things. As they get older, one thing that will become more important is learning how to meet people and make friendships well. Ask, "Do you think that making friends is an important thing to learn to do?" Stress that you agree that it is an important thing to know.

II. Presentation of Background Materials

Explain to the class that one thing a counselor does in the schools is to help people make friends and get along with others. Today you would like to demonstrate one thing that you do to help children become better at building friendships.

Continue..."In order to do that, I have brought along a special friend who I would like you to meet right now." The counselor displays a favorite hand puppet to introduce to the class. An appropriate name for the puppet should be adopted such as "Shy Sandy" or "Beautiful Bob." The counselor explains that his/her friend used to be a very sad puppet because she/he didn't know how to make friends with any of the other puppets. She

was very lonely and afraid of others and that's how she/he got her/his name. The counselor should have Sandy very cheerfully greet the class and introduce herself.

Continue..."Sandy, why don't you tell the boys and girls how you have changed when it comes to making new friends. Sandy: "O.K. Miss Counselor, Boys and Girls, before I met Miss Counselor, I was very shy around the other puppets. I didn't know what to say to them or how to be their friend. On the first day of school I sat all by myself at lunch and at recess I just walked around with my head down like this (demonstrate) afraid to look at anyone. I guess I was afraid they wouldn't like me."

III. Personalization

(Sandy continues) "Boys and girls, has anyone here ever felt afraid like that? I guess most people do from time to time, even Miss Counselor, right Miss Counselor?"

Counselor: Sure, Sandy, I remember when...(counselor shares an example of being too shy to interact with someone).

Sandy: "Other puppets seemed to be better than I was at making friends except maybe for "Bossy Billy" who is always trying to make people do things his way."

"Well, Miss Counselor noticed that I was looking very sad and decided to ask me about it. She loves to help kids feel better you know. She asked me to come to talk with her and that maybe together we could work things out. Well, we found out that one reason that I was having a tough time was that I was so afraid of not being liked that I didn't even want to try! Being afraid is a tough feeling to have."

Miss Counselor likes to talk with kids about their feelings, right Miss Counselor? Like being afraid, or mad, or sad, or hurt. It sure did make me feel better just to talk!

"How many of you have ever felt sad? mad? hurt? afraid? Most of us do. Anyway, I learned that I have a lot of things about me to feel good about. I can get dressed by myself, hang upside down on the monkey bars, count to 30, tell good jokes, say the alphabet, and do all kinds of things just like each of you. Then Miss Counselor and I talked about how to help myself to be a part of the group instead of being left out all the time. I learned how to say "hello" to people and ask if I could play with them and, you know, very slowly I began to make some really nice friends. I was happier. Miss Counselor didn't make friends for me, but she helped me to help myself."

IV. Skill Introduction

This is what I do now when I see someone new. Sandy approaches a student in the class and begins to conduct a dialogue similar to the following:

"Hello there, my name is Sandy. What's yours?"
"Jim"
"Well, Jim, it's nice to meet you. I think we're both in the same class together."
"What do you like to do for fun Jim?"
"Play baseball and go swimming."
"That's neat. I like to play baseball too. Maybe we can be on the same team at recess tomorrow."
"Maybe"
"Great. OK, Jim, it's nice to meet you. See you later."

Counselor: "Thank you Sandy." Boys and girls, Sandy just did something very important. She took the first step to making friends. What are the things that you noticed that she did?

After several children share their answers, indicate that Sandy made sure she did the following things:

1. Say "hello" and give your name
2. Look at the person's eyes
3. Ask a question about that person
4. Listen
5. Say "goodbye, it was nice to meet you"

The counselor will wish to focus on only one or two skills noted above for younger children. Additionally, the skills should be modeled often by the counselor using the puppet or by demonstrating him/herself.

With a smaller class, the children may be given the chance to practice their skills with the puppet being used. Larger classes may be divided into pairs with someone they don't know well in order to practice introductions.

Upon completion, the counselor may ask the following questions:

1. Was that a hard thing to do?
2. What things did you learn about the person you met?
3. Do people become friends right away or does that happen slowly?
4. Did anyone feel afraid like Sandy?

V. Practice/Evaluation

The counselor may arrange with the classroom teacher to allow students the chance to practice their new skills. Names may be drawn to match children up with students from another class for example. That teacher might allow for 5 or 10 minutes each day when their classes could meet on the playground and pair off with their partner. Upon returning to class, each child could be allowed to share a bit of information with the group about their new friend.

CLASSROOM GUIDANCE LESSON
INITIAL COUNSELOR VISITATION
GRADES 3-5

Materials needed: Copies of handouts 1 and 2; several large sheets of newsprint; markers or crayons

I. A. Purpose

To expose students to the role of the school counselor as it relates to assisting students in the development of a positive self-concept.

B. Objective

Students will learn and practice a simple method for improving self-esteem through rejecting hurtful criticism and ridicule and repeating positive self-statements. Additionally, students will learn how to build feelings of self-confidence in those around them through the use of positive affirmations. Students will see the counselor as a person who contributes to the development of a positive sense of self in the students in the school.

C. Energizer

The counselor should begin the session by introducing herself and asking the students to introduce themselves by name and by sharing one thing that cuases them to feel proud of themselves. Continue by explaining that when a person feels good about themselves, they are usually happier and more successful. A school counselor spends a great deal of time helping students to feel good about themselves. The counselor should then distribute cartoon strips (see attached) with example of Ziggy being put down by his friends. Ask for volunteers to read each strip aloud to the class.

Pose the following questions to the class:

1. What do you know about the character of Ziggy?
2. Does he seem to be a happy person? a successful person?
3. Does he seem to enjoy being Ziggy?
4. What are some things that happen that cause him to feel that way?
5. Do his friends usually help him to feel better?
6. What does Ziggy do when his friends put him down? Does it help?

II. Presentation of Background Material

Divide the class into pairs of students and distribute revised comic strips. Have the students read them together and discuss how the revised strips seem to be different from the originals.

III. Personalization

Reconvene the class. The counselor should share an example of a time in her own life when she was made to feel like a Ziggy. Continue by asking classmates to share times when something happened in their lives that caused them to feel a little like Ziggy. How did others contribute to that feeling? What thoughts did they have themselves immediately after the incident?

IV. Skill Introduction

The counselor should ask the class the following questions:

1. Does Ziggy seem to believe these things people say about him?
2. Does he have to? Do you?
3. What are some things that you can think about instead?

The counselor should provide examples of positive self-statements that people can use to ward off hurtful criticisms or put-downs. Display the following self-statements on the board:

"No matter what they do or say, I'm still a worthwhile person!"
"Everybody makes mistakes, I'm still a loveable and capable person!"

Ask several members of the class to repeat one of the sentences out loud. Ask them to share how it feels to think those kinds of thoughts. Ask the class to close their eyes and repeat one of the self-statements sentences to themselves over and over again for a full minute. How does that feel?

At this time, the counselor should mention that it is also important to know how to help those around us feel better about themselves. At this time, you will help them to practice a way to do just that.

Distribute a large body-sized sheet of newsprint to each student along with a magic marker or crayon. Ask the students to pair up, boys with boys and girls with girls. Tell the class that they are to take turns lying on their paper and having their partner outline their bodies for them. (An outline of the head can be substituted for the entire body.)

After the outlining is completed, tell the class that one way to help others feel better about themselves is to "fill them up" with positive comments or "warm fuzzies" whenever we get the chance. Note that a person also builds himself up by repeating good things about himself over and over so he can believe them.

V. Practice/Evaluation

The counselor should list possible examples of warm fuzzies for the class. Proceed by telling the class that this is a chance to begin "filling each other up." With markers in hand, instruct the class to rotate around the room filling up each body outline with a compliment or warm fuzzie. Allow 10-12 minutes. After the rotating is complete, ask for volunteers to read the comments they found in their outlines. They should be instructed to do so by beginning each statement with... "I'm a valuable person because..." or "I feel good about me because..."

Summarize the activity by asking the following questions:

1. How can our friend Ziggy help himself to feel better?
2. How can we help others to feel better about themselves?
3. How can we help ourselves to feel better about who we are even when people say or do hurtful things to us?

VI. Extension

Allow students to take their newsprint home with them and suggest that they display it somewhere at home where they will see it often. Encourage them to have family members add comments to their outline or for them to add positive things themselves as they become aware of them. Suggest further that each night they should read all the comments found in the outline to themselves. Suggest that for the rest of the day each student should do what they can to make those around them feel better about themselves also.

Close by reminding students that helping each of them to feel good about who they are so they will be happier and more successful is a very important part of a school counselor's job.

"ZIGGY"

(The expert of self put-downs!)

YOU'RE MAKING PROGRESS ON OVERCOMING YOUR INFERIORITY FEELINGS... THOUGH I MUST SAY IT'S THE SLOWEST PROGRESS I'VE EVER SEEN!
Tom Wilson

How do you suppose it feels to be Ziggy? How come?

"ZIGGY"

(The expert of self put-downs!)

YOU'RE MAKING PROGRESS ON OVERCOMING YOUR INFERIORITY FEELINGS... THOUGH I MUST SAY IT'S THE SLOWEST PROGRESS I'VE EVER SEEN!
No matter what he says. I know I'm still a capable person!
Tom Wilson

...I'VE NEVER SEEN ANYTHING LIKE THIS BEFORE!! APPARENTLY, IN ALL OF YOUR PAST LIVES YOU WERE A ZIGGY!
Yes, but I still feel good about me.
TOM WILSON

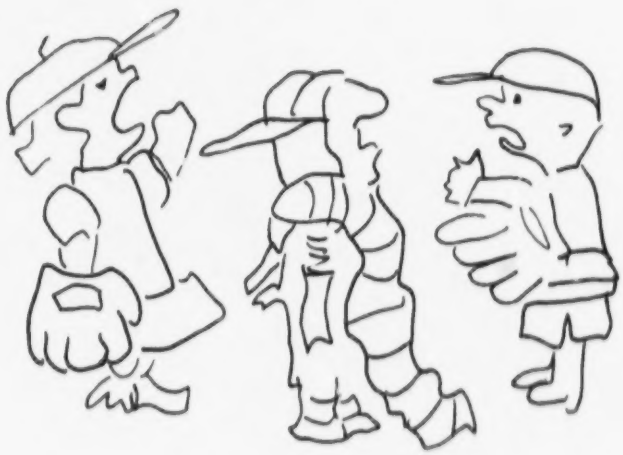
How do you suppose it feels to be Ziggy? How come?

HEY LUCY, WE HAVE A COUNSELOR AT SCHOOL THIS YEAR!
WHAT'S A "COUNSELOR" CHARLIE?

A COUNSELOR IS SOMEONE WHO
WORKS WITH ALL OF THE STUDENTS,
THE TEACHERS, AND THE PARENTS.

A COUNSELOR IS SOMEONE WHO LISTENS TO YOUR PROBLEMS ABOUT

YOUR SCHOOL



YOUR FRIENDS

YOUR FAMILY

YOUR CHORES

I CAN'T WAIT TO MEET THE COUNSELOR. I'VE HAD ONE CONCERN BUGGING ME FOR YEARS— —YOU, CHARLIE BROWN

Request for Consultation with Counselor

Date / /

Teacher's Name:

Student's Name:

Grade:

Date of Birth: / /

Major Concerns

Available Meeting Times

	Day	Date	Time
1		/ /	
2		/ /	
3		/ /	

Post-Consultation Notes

Date of Meeting / /

Notes

Intervention Plan

Referral for Counseling

Student _____

Teacher _____

Date _____

Nature of problem:

Peer Relationships	Withdrawn Behavior
Disruptive Behavior	Learning Problems
Attendance	Other

Strategies already tried:

Home Visit	In-School Suspension
Conference With Parent	Principal's Office

Other (explain) _____

Special programs and/or outside agencies involved:

Have you contacted the parents? _____ yes _____ no

Counselor Strategies/Recommendation

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1. Will contact parent for conference
2. Home visit with teacher
3. Refer to outside agency
4. Include child in a small group
5. Will see child again _____ (date) at _____ (time)
6. Other

Student Self-Referral

Name _____

Grade _____

Teacher _____

Date _____

I would like to see the counselor about a problem:
(check)

At Home _____

At School _____

With Friends _____

On The Bus _____

Other _____

I need to see the counselor:
(check)

Today _____

Sometime This Week _____

Anytime _____

RESOURCES

1. American Guidance Service
   Publisher's Building
   P. O. Box 99
   Circle Pines, MN 55014-1796

   Kits
   My Friend and Me
   DUSO
   Drug Free
   Body Rights
   TAD
   STEP

2. Channing L. Bete Company, Inc.
   200 State Road
   South Deerfield, MA 01373

   Booklets, Coloring and Activities Books on a variety of topics

3. Childswork/Childsplay
   Center for Applied Psychology - 3rd Floor
   441 N. 5th Street
   Philadelphia, PA 19123

   Books, Toys, Games

4. Disney Educational Productions
   Distributed by Coronet/MTI Film and Video
   108 Wilmot Road
   Deerfield, IL 60015

   Filmstrips, Multimedia Kits, Videos

5. Educational Media Corporation
   Box 21311
   Minneapolis, MN 55421

   Elementary, Peer Helping Materials, Microcomputer Software for Counselors

6. Feelings Factory, Inc.
   508 St. Mary's Street
   Raleigh, NC 27605

   Puppets, Dolls, Games, Books

7. Guidance Associates
Communications Park
Box 3000
Mount Kisco, NY 10549

Books, Videos

8. Johnson Institute
7151 Metro Blvd.
Minneapolis, MN 55435-3425

Materials to use for prevention and intervention of drug and alcohol abuse

9. Marco Products, Inc.
P. O. Box 1052
Doylestown, PA 18901

PIC - Bimonthly Newsletter for Counselors
Books, Puppets, Filmstrips

10. Paperbacks for Educators - School Counselor Edition
426 West Front Street
Washington, Missouri 63090

11. Pleasantville Media
P. O. Box 415
Room PM 576
Pleasantville, NY 10570-9971

Videos and Filmstrips on a variety of topics

12. Sunburst Communications
Room RH01
101 Castleton Street
Pleasantville, NY 10570-9971

These are just a few of the companies that produce guidance materials. You can write for catalogs so that if money becomes available, you will know what to order. Also, take advantage of displays at counseling conferences to preview new materials.

COUNSELOR RAP

I'm here to tell you who I am / and what I'm all about.
If you ever have a problem / just come to me, / I'll help you work it out.
If all your friends are picking on you / including your Mom or Dad,
And everything you're doing, man, / is really going bad.
Come see me, / we'll work it out, / and then I think you'll see,
The power and strength inside of you / that really is the key.

If no one understands you / and you feel like giving up,
Your feelings are all a jumble / a volcano about to erupt.
You're sad, you're mad, afraid, or glad---lonely, frustrated,
embarrassed, bad.
We'll work on it / and I hope you'll see / you're a very special
person to me.
Your secrets I'll keep, / I'll promise you that.
You're the reason I'm here / you're where it's at.
A friend who listens / and cares for you, / is what I want to be,
For I'm your cool / school counselor, / so come on and rap with me.

For counselors who are musically inclined, this is a fun way to introduce yourself. As background, use either the beat on a keyboard or let students make rapping sounds with their mouth. You can also have students clap their hands or snap their fingers to a beat that you establish.

HEALTHY CLASSROOMS

The healthy class communicates and listens.

The healthy class supports one another.

The healthy class shows respect for others.

The healthy class develops a sense of trust.

The healthy class has a sense of humor.

The healthy class has a sense of shared responsibility.

The healthy class knows right from wrong.

The healthy class respects the privacy of one another.

The healthy class values service to others.

The healthy class admits to and seeks help with problems.

A HEALTHY CLASSROOM IS A

HAPPY CLASSROOM